



Year 2 Key Skills: 'Why do we like to be beside the seaside?'

Geography

- Can they label a diagram or photograph using some geographical words?
- Can they find out about a locality by using different sources of evidence?
- Can they find out about a locality by asking some relevant questions to someone else?
- Can they say what they like and don't like about their locality and another locality like the seaside?
- Can they describe some physical features of their own locality?
- Can they describe some of the features associated with an island?
- Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?
- Do they think that people try to make the area better? How?
- Can they explain what facilities a town or village might need?
- Can they name the major cities of England, Wales, Scotland and Ireland?
- Can they find where they live on a map of the UK?

History

- Can they use words and phrases like: before I was born, when I was younger?
- Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?
- Can they use the words 'past' and 'present' accurately?
- Can they use a range of appropriate words and phrases to describe the past?
- Can they sequence a set of events in chronological order and give reasons for their order?

Computing

- Can they predict the outcomes of a set of instructions?
- Can they use right angle turns?
- Can they use the repeat commands?
- Can they test and amend a set of instructions?
- Can they write a simple program and test it?
- Can they predict what the outcome of a simple program will be?

Art and Design

Drawing

- Can they use three different grades of pencil in their drawing (4B, 8B, HB)?
- Can they use charcoal, pencil and pastels?
- Can they create different tones using light and dark?
- Can they show patterns and texture in their drawings?
- Can they use a viewfinder to focus on a specific part of an artefact before drawing it?

Sketchbooks

- Can they begin to demonstrate their ideas through photographs and in their sketch books?

PE**Dance**

- Can they perform body actions with control and co-ordination?
- Can they choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling?
- Can they link actions?
- Can they remember and repeat dance phrases?
- Can they perform short dances, showing an understanding of expressive qualities?
- Can they describe the mood, feelings and expressive qualities of dance?
- Can they describe how dancing affects their body?
- Do they know why it is important to be active?
- Can they suggest ways they could improve their work?

Games

- Can they master basic movements, including throwing and catching and bouncing a large ball?
- Can they participate in team games, developing simple tactics for attacking and defending ?

Science**Living Things & their Habitats**

- Can they match certain living things to the habitats they are found in?
- Can they explain the differences between living and non-living things?
- Can they describe some of the life processes common to plants and animals, including humans?
- Can they decide whether something is living, dead or non-living?
- Can they describe how a habitat provides for the basic needs of things living there?
- Can they describe a range of different habitats?
- Can they describe how plants and animals are suited to their habitat?

Music

- Can they listen out for particular things when listening to music?
- Can they order sounds to create a beginning, middle and end?